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ABSTRACT

This bibliography attempts to deal mainly with the role of the professional in a differentiated staffing arrangement. Included are books, research reports, theses, pamphlets, and journal articles. Many references cited from RIE are identified by their "ED" order numbers. A list of five other bibliographies on the subject is appended. No attempt is made to evaluate the merits or drawbacks of differentiated staffing. The bibliography merely provides references from which the interested administrator or teacher may have the opportunity to draw his own conclusions. (Author/DN)

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INTRODUCTION

Differentiated staffing has been defined by the U. S. National Commission on Teacher Education and Professional Standards as "a plan for recruitment, preparation, induction, and continuing education of staff personnel for the schools that would bring a much broader range of manpower to education than is now available. Such arrangements might facilitate individual professional development to prepare for increased expertise and responsibility as teachers, which would lead to increased satisfaction, status and material reward."

Fenwick English, a major proponent of the system, formerly Director of Projects and of the Differentiated Staffing Plan for the Temple City (California) School District and more recently Director of the Arizona-Mesa Differentiated Staffing Consortium Project, defines differentiated staffing more succinctly as "a division and extension of the role of the teacher through the creation of a hierarchy with job responsibilities that are commensurate with the range of pay".

The relatively recent widespread adaptation of nongrading, the open plan design of schools, flexible scheduling and most of all, the concept of "teaching teams" indicated to certain individuals and school systems the need for differentiating responsibilities and salaries, including the utilization of paraprofessionals. While the latter play an important part in the total "team", this bibliography attempts to deal mainly with the role of the professional, and it should be realized that a considerable amount of additional literature is available relating to auxiliary personnel.

Differentiated staffing has both strong supporters, who see it as a way of retaining good teachers in the classroom, and outspoken opponents who perceive it as highly experimental or as an attempt to implement merit pay under a new guise.

Although differentiated staffing has not received much prominence in the Canadian literature or school systems, it is apparent that increasing attention will be given to alternate methods of teacher deployment and compensation. Whether differentiated staffing will prove to be a passing fad or an accepted concept remains to be seen. This bibliography does not attempt in any way to evaluate the merits or drawbacks of such a system, but simply provides an annotated list of references from which the interested administrator or teacher may have the opportunity to draw his own conclusions.

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Most items in the bibliography are available in the OISE Library. We welcome visits from school administrators or teachers engaged in research for their boards or schools who wish to use the Library's facilities. However, heavy demands on our collection by the graduate students, the teaching and the research staff of the Institute make it necessary for us to place certain restrictions on lending material.

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A number of references have been taken from the U. S. Office of Education publication Research in Education, a monthly abstract journal which brings to the attention of researchers the vast number of reports accumulated by ERIC (Educational Resources Information Center) clearinghouses throughout the United States.

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PART I - BOOKS AND REPORTS

2000 Allen, Dwight W. A Differentiated Staff: Putting Teaching Talent to Work. Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards, 1967.

A proposal to differentiate the responsibility of the outstanding teachers and to use other staff members in supporting roles. The intent is to have the outstanding teacher responsible for the education of a greater number of students.

2010 Allen, Dwight and others. "Preparation and Utilization of Paraprofessionals in Schools." American Association of Colleges for Teacher Education, Yearbook. Washington, D.C.: AACTE, 1969. pp. 113-28.

A speech given before the 22nd annual meeting of the AACTE and a panel discussion concerning one possible way of alleviating the teacher shortage and a possible answer to the problem of teacher salaries.

2020 Association of Classroom Teachers. Classroom Teachers Speak on Differentiated Teaching Assignments. Washington, D.C.: National Education Association, 1969. (Microfiche available from ERIC Document Reproduction Service, ED 030 593)

This pamphlet synthesizes the thinking of sixty classroom teachers with a variety of professional experience and backgrounds on the subject of differentiated staffing and its implications for classroom teachers as individuals, as part of school system staffs, and as members of professional associations.

2030 Bair, Medill and Woodward, Richard G. Team Teaching in Action. Boston: Houghton Mifflin, 1964.

In the discussion of characteristics of team teaching, the authors include "creation of new teaching positions, team leader and cooperating teacher, in a hierarchical arrangement with opportunities for higher salaries, for leadership, and for greater status and prestige" (p. 25). Chapter 4, "New Careers and Changing Roles", defines the roles of principals, team leaders, senior teachers, and team teachers.

2040 Barbee, Don. Differentiated Staffing: Expectations and Pitfalls. TEPS Write-In Papers on Flexible Staffing Patterns, No. 1. Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards, 1969. (Microfiche available from ERIC Document Reproduction Service, ED 028 996)

"Once a differentiated staffing pattern has been adopted, staff members have an obligation to minimize distinctions of rank and prevent organizational rigidity by contributing in role areas other than their own and sharing in decision-making."

2050 Bhaerman, Robert D. AFT QuEST Report on Differentiated Staffing. Washington, D.C.: American Federation of Teachers, 1969. (Available from ERIC Document Reproduction Service, ED 033 914)

Major topics in this "Study Outline on Differentiated Staffing" are: (1) major objectives of differentiated staffing, (2) some of education's troublesome problems and how differentiated staffing relates to them, (3) descriptions drawn from various differentiated staffing models, (4) strengths, (5) weaknesses, (6) relationship of differentiated staffing to collective bargaining, (7) the position and views of the AFT. A fifty-nine item bibliography is included.

2060 Bhaerman, Robert D. Needed: a Conceptual Framework for Collective Bargaining in Education. AFT QuEST Paper, No. 9. Washington, D.C.: American Federation of Teachers, 1969. (Available from ERIC Document Reproduction Service, ED 038 370)

A paper which suggests that while teachers' roles are being restructured and redefined, the ideas of hierarchical levels of teacher certification or merit-pay should be rejected. Instead there should be vertical or horizontal differentiation with career ladders for paraprofessionals.

2070 Bhaerman, Robert D. A Paradigm for Accountability. AFT QuEST Paper, No. 12. Washington, D.C.: American Federation of Teachers, 1970. (Available from ERIC Document Reproduction Service, ED 041 870)

A design to unify teacher evaluation, differentiated staffing and in-service education into a continuous progress plan in preparation for a variety of horizontally differentiated roles. "This three-way design could make the schools truly accountable to the clients of education."

2080 Bhaerman, Robert D. Several Educators' Cure for the Common Cold, Among Other Things, or One Unionist View of Staff Differentiation. Washington, D.C.: American Federation of Teachers, 1969. (Available from ERIC Document Reproduction Service, ED 029 825)

Disadvantages and problems of establishing effective differentiated staffing programs are discussed. Certification and in-service education changes are seen as preliminary to the implementation of a new staffing program.

2090 Carrieri, Anthony Michael. "A Survey and Analysis of Educational Provisions for Superior Students in Undergraduate Professional Education with a View Toward Constructing a Rationale and Proposing Guidelines for Differentiated Professional Programs." Unpublished Ed.D. dissertation, Columbia University, 1969. (Dissertation Abstracts, XXX, 3823-A)

Guidelines proposed for developing programs for superior students in teacher education institutions include provision for independent study options, intensive study in curriculum development, study of educational technology and media, and a vigorous program of research methods and educational theory.

2100 Crenshaw, Joseph W. and others. Florida Flexible Staff Organization Feasibility Study: Interim Report. Tallahassee: Florida State Department of Education, Division of Curriculum and Instruction, 1969. (Available from ERIC Document Reproduction Service, ED 033 086)

The rationale and master plan, developed in accordance with legislative mandate, for the flexible staff organization feasibility study. Describes the goals, study objectives, time table, organizational structure and financing, and includes a sixty-two item bibliography.

2110 Differentiated Staffing in Schools. Education U.S.A. Special Report. Washington, D.C.: National Schools Public Relations Association, 1970.

A useful overview of what differentiated staffing is and what various educators think about it. It describes three systems currently using differentiated staffs and the teachers and administrators give their candid comments on their programs. A selected bibliography is included at the end.

2120 Earl, S.A. "Differentiated Staffing." Designs for the Seventies: an Administrative Perspective. Edited by Frank D. Oliva and E.L. Koch. Calgary: Department of Educational Administration, University of Calgary, 1970. pp. 18-42.

One of the papers delivered at the Western Canada Educational Administrators' Conference sponsored by the Council on School Administration, Alberta Teachers' Association. Describes the advantages and disadvantages of using a differentiated staffing structure to correct inefficient use of human resources by providing a more individualized program. Gives examples of programs and includes a useful bibliography.

2130 Edelfelt, Roy A. Innovative Programs in Student Teaching. Baltimore: Maryland State Department of Education, 1969.

"The development of faculty teams provides some new possibilities for prospective teachers to join groups of professionals in learning the teaching process. This makes necessary a much more precise delineation of teaching tasks and roles, which would make various teaching acts more distinguishable and deliberate ... Differentiating teaching roles in the faculty team might establish a training and career ladder and should help to provide for individual differences in the training of teachers." pp. 145-46.

2140 Edelfelt, Roy A. A Possible Dream: a New Education and New Models of Teacher. 1967-68 Regional TEPS Conferences, Working Paper No. 2. Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards, 1968. (Microfiche available from ERIC Document Reproduction Service, ED 030 615)

Aspects of our culture which point up the need for a new education, and new developments in education and the teaching profession, including differentiated staffing, are discussed.

2150 Edelfelt, Roy A. Redesigning the Education Profession. Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards, 1969. (Microfiche available from ERIC Document Reproduction Service, ED 028 976)

"The problems of educational manpower include not only those of supply of personnel but also of who is attracted to the profession, how entrance is arranged and controlled, why people stay or leave, etc. It is time to reorganize schools and to differentiate staff roles so that personnel can be deployed in ways which will make optimum use of interests, abilities, and commitments and afford teachers greater control of their own professional interests."

2160 English, Fenwick. Et Tu, Educator, Differentiated Staffing? Rationale and Model for a Differentiated Teaching Staff. TEPS Write-In Papers on Flexible Staffing Patterns, No. 4. Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards, 1969. (Microfiche available from ERIC Document Reproduction Service, ED 033 896)

Potential advantages of differentiated staffing in terms of improved teacher morale, increased teacher effectiveness, and decreased teacher turnover are discussed. The Temple City Model and its adaptability to existing school systems is described.

2170 Jordan, Daniel C. Report on the Task Force Meeting on Task Analysis and Role Definition. Terre Haute: Indiana State University, 1967. (Available from ERIC Document Reproduction Service, ED 027 252)

Recommends differentiated staffing patterns so that teachers can learn and develop at a rate similar to their students , and so they can provide wide-ranging services. This requires the collection and organization of information on differentiation and the utilization of the information. Gives a model differentiated pattern and describes anticipated benefits and problem areas.

2180 Joyce, Bruce R. The Teacher and His Staff: Man, Media and Machines. Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards and the Center for the Study of Instruction, 1967.

The description of a model, differentiated, direct-instruction team and support centres. It outlines the main characteristics of the team and the centres and how these would operate in a school setting.

2190 Lieberman, Myron. The Future of Public Education. Chicago: University of Chicago Press, 1960.

In his discussion of the team concept, the author describes a hierarchy of teaching personnel analogous to the medical situation, which fits the current definition of "differentiated staff".

2200 Lierheimer, Alvin P. An Anchor to Windward: a Framework of State Certification to Accommodate Current Developments in Differentiating Staff Roles. TEPS Write-In Papers on Flexible Staffing Patterns, No. 2. Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards, 1969. (Microfiche available from ERIC Document Reproduction Service, ED 029 835)

"Differentiation of roles in teaching (and in administration), developed and tested in a strengthened school-college combine, can create a flexible structure that will enable the beginning teacher to teach at his own level of capacity. A new local responsive authority, composed of professional education personnel, would participate in the establishment of more carefully defined qualifications (which are delineated by differentiation) and assess teaching performance in terms of the school's objectives."

2210 MacDonald, John. The Discernible Teacher Ottawa: Canadian Teachers' Federation, 1970.

The report of a conference on many issues relating to teacher education. Chapter 3 makes the case for "replacement of the omnicapable teacher by the omnicapable team" and it describes a model team.

2220 National Education Association. Department of Classroom Teachers. The Classroom Teacher Speaks on His Supportive Staff: Report of the Classroom Teachers National Study Conference on the Classroom Teacher and His Supportive Staff. Washington, D.C.: NEA, 1967.

A synthesis of participants' answers to questions on teachers' roles and the roles of other school personnel. Also gives reasons for and against supportive staff for the classroom teacher and makes recommendations for action.

2230 National Education Association. National Commission on Teacher Education and Professional Standards. A Position Statement on the Concept of Differentiated Staffing. Washington, D.C.: NEA, 1969. (Microfiche available from ERIC Document Reproduction Service, ED 033 882)

Gives a definition of differentiated staffing and makes many recommendations for the development, testing and evaluation of new staffing models and patterns.

2240 National Education Association. National Commission on Teacher Education and Professional Standards. Remaking the World of the Career Teacher. Washington, D.C.: NEA, 1966.

Keynote speeches and proposals presented at the 1965-66 Regional TEPS Conferences including many references to differentiating teaching assignments as a means to provide a career ladder which would keep outstanding (and male) teachers in the classroom, facilitate use of part-time professionals and paraprofessionals, and provide an opportunity for internship of new teachers.

2250 National Education Association. National Commission on Teacher Education and Professional Standards. The Teacher and His Staff: Differentiating Teaching Roles; Report of the 1968 Regional TEPS Conferences. Washington, D.C.: NEA, 1969.

Each of the ten papers in this collection analyzes some aspect of differentiating staff roles for more efficient and effective instruction. In the last paper Roy A. Edelfelt discusses current assumptions in teacher education, and then builds a design for a new school along with a description of educational personnel needed to man it.

2260 Rowe, James Arnold. "A Study of Differentiated Teacher Staffing in Selected School Districts in California." Unpublished Ed.D. dissertation, University of Southern California, 1969. (Dissertation Abstracts, XXX, 1790-A)

This study of differentiated staffing in elementary and secondary schools indicated that teachers, principals and central office personnel generally agreed that differentiated staffing is a better staffing organization than traditional staffing and that further experimentation should continue. The use of paraprofessionals, technicians and other non-teaching personnel was supported, and it was recommended that teachers be provided with paid research planning and curriculum development time.

2270 Selden, David and Bhaerman, Robert D. Instructional Technology and the Teaching Profession. QuEST Paper Series, No. 6. Washington, D.C.: American Federation of Teachers, 1969. (Available from ERIC Document Reproduction Service, ED 032 238)

An examination of the use of technology in teaching and the need for new educational roles and additional personnel. Recommends flexible-horizontal, not vertical, differentiation, and the use of paraprofessionals for many assignments.

2280 Shaplin, Judson T. and Olds, Henry F. Team Teaching. New York: Harper & Row, 1964.

"Some teams organize into a formal hierarchy of positions based upon ability, responsibility, and specialized training, with greater awards and prestige assigned to the higher position. New titles have emerged such as "team leader", "senior teacher", "master teacher", and "cooperating teacher". Team teaching may also provide the kind of organization in which nonprofessional teacher aides and part-time professional personnel may be used with efficiency." p. 19.

2290 Sharpe, Donald M. Studying Teacher Classroom Behavior to Determine How Paraprofessionals Can Help in the Classroom. Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards, 1969. (Microfiche available from ERIC Document Reproduction Service, ED 033 897)

An illustration of the value of the Teacher Classroom Activity Profile (TCAP) in identifying and classifying teaching roles and in providing information which can lead to more effective approaches to role differentiation in the secondary school classroom.

2300 Sharpes, Donald Kenneth. "Differentiated Teaching Personnel: a Model for the Secondary School." Unpublished Ph.D. dissertation, Arizona State University, 1969. (Dissertation Abstracts, XXIX, 3508-A. Also available from ERIC Document Reproduction Service, ED 035 614)

Conclusions reached by the author were:

"1. There is a need for differentiation of teaching responsibilities.
2. There is a need for the development of a model prior to the implementation of a differentiated teaching staff.
3. There is a need for assumptions of model prior to their development.
4. There is a need for models based on student learning needs and not just current teaching responsibilities.
5. There is a possible need in the secondary schools for a person who has responsibilities similar to those of the Master teacher in this study.
6. There is a need for replication of this study to survey a larger and more diverse population."

2310 "Staff Differentiation and the Preparation of Educational Personnel." Teacher Education: Issues and Innovations. Twenty-first Yearbook of the American Association of Colleges for Teacher Education. Washington, D.C.: the Association, 1968.

Panel consisting of James F. Nickerson, Roy A. Edelfelt, Dwight W. Allen, Arthur Pearl and E. Brooks Smith (all teacher educators) discuss the relationship of differentiated staffing to improved teacher preparation programs.

2320 Stover, Michael. The Temple City Story: New Careers in Teaching; Differentiated Staffing. Temple City, Calif.: Temple City Unified School District, 1969. (Available from ERIC Document Reproduction Service, ED 029 853)

This report traces the history and development of the Temple City differentiated staffing project, outlines the financial plan and schedule through 1972, and describes several characteristics of the model.

PART II - JOURNAL ARTICLES

2330 Allen, D.W. "Differentiated Teaching Staff." New York State Education, LVII (December, 1969), 16-19.

Differentiated staffing, already in effect in some schools, is a rebellion against traditional lines of teacher responsibility. It offers completely new concepts which attempt to reward teacher competency. In the model described, four categories of teachers and four differential teaching staff responsibilities are used: Associate Teacher, Staff Teacher, Senior Teacher, and Professor.

2340 Allen, D.W. and Kline, L.W. "Differentiated Teaching Staff." National Business Education Quarterly, XXXVII (May, 1969), 25-29.

The rationale of differentiated staffing, defined as "systematic identification of different kinds of responsibility and appropriate rewards within a school staff", is discussed.

2350 Arnold, Joseph P. "Applying Differentiated Staffing to Vocational-Technical Education." Journal of Industrial Teacher Education, VII (Fall, 1969), 13-20.

A discussion of such topics as establishing the plan, the general model, differentiating among the levels, job descriptions, teacher preparation, and implications and anticipated problems.

2360 Bhaerman, Robert. "Education's New Dualisms." Changing Education, IV (Fall, 1969), 3-7.

"Recommends a new conception of 'educational personnel', which would reveal the irrelevance of such traditional dualisms as instructional-noninstructional, professional-nonprofessional, and preservice-inservice and would free educators to concentrate on more vital issues, several of which are discussed."

2370 Bhaerman, Robert. "InQuEST." Changing Education, IV (Spring, 1970), 30.

Some very pertinent questions about differentiated staffing expressing the doubts and problems which will need to be discussed and dissolved.

2380 Burnham, Brian. "Developing Human Resources." Orbit, I (April, 1970), 9-12.

A description of the York County Board of Education's experience with developing in-service education of staff, using teacher aides, cooperative planning and teaching, and providing new professional services for the schools and the school system.

2390 Canfield, James. "High Cost of Non-Teaching Assignments." Clearing House, XLIV (January, 1970), 296-99.

Points out that using qualified teachers for non-teaching positions such as counsellors and coordinators is expensive in terms of the teachers' salaries and lost teaching time. Recommends the use of less expensive personnel for part-time or non-teaching tasks, or paying teachers a bonus for non-teaching jobs done in addition to a full teaching load.

2400 Connors, Joy. "Building a Career Ladder." American Education, V (February, 1969), 15-17.

The Temple City model - a new approach to classification and assignment - is an organic master plan which has differentiated staffing as its backbone and flexible scheduling as its nervous system. The author quotes Superintendent Rand who points out "... teachers have to be ready for the change; they have to want it; they have to make it. If it's imposed from outside, it just won't work".

2410 Conte, Joseph M. and English, Fenwick. "The Impact of Technology on Staff Differentiation." Audiovisual Instruction, XIV (May, 1969), 108.

An editorial comment on the varying goals of education and the different means of attaining these including the use of technology and differentiated staffing.

2420 Diemart, Norman E. and Holdway, Edward A. "Teacher Satisfaction in Team and Conventional Teaching Situations." Alberta Journal of Educational Research, XVI (June, 1970), 111-22.

Comparison of team teaching groups and teachers at conventional schools showed that team teachers felt slightly greater job satisfaction, except in terms of salaries, than conventional teachers but the increased satisfaction was less than had been proposed.

2430 "Differentiated Staffing." Nation's Schools, LXXXV (June, 1970), 43-49.

Defines and discusses the topic, and describes the California and Florida Projects with a round table interview on how three administrators view differentiated staffing problems.

2440 "Differentiated Staffing OK, But More Research Wanted." Nation's Schools, LXXXVI (September, 1970), 35.

An opinion poll of school administrators concerning differentiated staffing. "A generally positive feeling, mixed with a call for more empirical evidence, sums up the attitude of the majority of superintendents."

2450 "Differentiated Staffing: Symposium." Today's Education, LVIII (March, 1969), 53-62.

A special series of articles on differentiated staffing. Fenwick English, Director of the differentiated staffing plan, Temple City (California) Unified School District, discusses the basic concepts of the plan. Ronald G. Corwin of Ohio State University and principal investigator in the NCTEPS Research Project on the Teacher Core, discusses how differentiated staffing enhances teaching as a career. Edward W. Baubler, Superintendent of Fountain Valley (California) School District, and Donald Hair of Kansas City (Missouri) Public Schools describe their experiences with differentiated staffing. Charles E. Olson, a classroom teacher, and Alvin P. Lierheimer of the New York State Education Department, also give their reactions.

2460 Edelfelt, Roy A. "Remaking the Education Profession." (Editorial) NEA Reporter, (November 8, 1968), 2.

"A prediction that unless responsibility of teaching staffs becomes more precisely differentiated and unless teaching functions, expertise and training are more clearly defined and rewarded, a senior profession will not be realized. Suggests that differentiation be considered in consort with more flexible use of time, space, environment, and resources. Cautions that the idea should not be looked on as another form of merit pay or a way to save money."

2470 Edelfelt, Roy A. "The Teacher and His Staff: an NEA Report." New York State Education, LV (October, 1967), 16-19.

"Changing and expanding the traditional concept of one teacher ministering to all children to a system which involves a cooperative effort by teachers, teacher aides, consultants, and other support personnel is the central focus of 'The Teacher and His Staff' concept." The diversity and unmanageability of the present job of teaching is discussed and examples of use of paraprofessionals are given.

2480 Edelfelt, Roy A. and others. "Differentiated Staffing." New York State Education, LVII (March, 1970), 22-28.

Three articles, "Is It Worth the Risk?", "Proceed with Deliberation on Differentiated Staffing", and "Some Reflections", define horizontal and vertical differentiation, discuss advantages and disadvantages of differentiated staffing, and discuss problems in its implementation.

2490 English, Fenwick. "The Differentiated Staff: Education's Technostructure." Educational Technology, X (February, 1970), 24-27.

This model for staff differentiation defines roles of associate teacher, staff teacher, senior teacher, and master teacher in organization and administration, curriculum and research, and teaching responsibilities.

2500 English, Fenwick. "Teacher May I? Take Three Giant Steps! the Differentiated Staff." Phi Delta Kappan, LI (December, 1969), 211-14.

Problems of preparing teachers for and involving them in the planning of differentiated staffing, the differences between merit pay and differential staffing, and steps in implementing a successful program are discussed.

2510 Hair, Donald and Wolkey, Eugene. "Differentiated Staffing and Salary Pattern Underway in Kansas City." School and Community, LV (April, 1969), 8-14.

Diagrams of staff organization, descriptions of job classifications (coordinating instructor, senior instructor, instructor, associate instructors, interns, student teachers and paraprofessionals) and salary schedules for two Kansas City schools are included in this comprehensive article.

2520 Hedges, William D. "Differentiated Teaching Responsibilities in the Elementary School." National Elementary Principal, XLVII (September, 1967), 48-54.

A curriculum coordinator describes ways of organizing elementary staffing, giving more responsibility to experienced, superior teachers, providing new teachers with more help and supervision, and utilizing teacher aides and clerks to assist the professional teachers.

2530 Hunter, Frank W. "Staffing for Variability." Educational Leadership, XXIV (March, 1967), 501-04.

Recommends careful planning and the use of job descriptions to fit the "school personality" and individual personalities. Individualized teacher placement would assist the individualization of instruction and lend greater variety to a school's programs.

2540 Jones, Rolland W. and Prunkl, William. "Teachers Are Different Too!" Arbos, VII (September-October, 1970), 8-12, 31.

A superintendent of schools and a director of staff development look at differentiated staffing as a unifying force for innovation. They point out the problem of differentiating various functions and tasks and do not claim that one particular model is either the best or last answer.

2550 Krumbein, Gerald. "How to Tell Exactly What Differentiated Staffing Will Cost Your District." American School Board Journal, CLVII (May, 1970), 19-24.

Describes a formula, based on the four level hierarchy of the Temple City model, for calculating the costs of instituting differentiated staffing.

2560 Mann, Peter B. "Differentiated Staffing: the Second Generation." Arizona Teacher, LIX (January, 1971), 13-17.

"While school boards, administrators and teachers ... continue to debate just what differentiated staffing is, it is being turned into something else again in the Mesa public schools." This article describes the Mesa system under the direction of Fenwick English, and claims that it may become a model for fundamental public school reform.

2570 Manson, G. Gordon. "More Patches for the Old Inner Tube." Educational Review, LXXXIV (May, 1970), 113-18.

A criticism of the New Brunswick Duffie Report on Teacher Education for trying to patch up weaknesses in the traditional teacher-education policies and practices. The author recommends instead the new approach of educating teachers through differentiated roles, and he describes a program of staff differentiation.

2580 Olivero, James L. "The Meaning and Application of Differentiated Staffing in Teaching." Phi Delta Kappan, LII (September, 1970), 36-40.

"Properly handled, differentiated staffing offers certain advantages heretofore unrealized in teaching: a variety of career patterns and entry points, salaries adequate to keep the best teachers out of administrative offices, and the acknowledgement of competence." The need for experimentation with differentiated staffing, the rationale behind it, and requirements for its implementation are discussed.

2590 Rand, M. John. "A Case for Differentiated Staffing." California Teachers' Association Journal, LXV (March, 1969), 29-33.

"Can a four-level organizational hierarchy of teachers change the pattern of decision-making in education?" Perhaps differentiated staffing should be examined as a vehicle for greater productivity of the educational institutions which serve the public.

2600 Rand, M. John and English, Fenwick. "Towards a Differentiated Teaching Staff." Phi Delta Kappan, XLIX (January, 1968), 264-68.

A discussion of differentiated staffing at Temple City, California, with a brief sketch of the job descriptions of various members of the differentiated staff. Some of the problems the district has encountered in study concept are discussed as well. The authors conclude "at the moment [differentiated staffing] ... may be heresy; in a decade it may be practice".

2610 Robinson, Joyce L. and Robinson, Norman. "Auxiliary Personnel: Help or Hindrance?" B.C. Teacher, XLIX (November, 1969), 69-73, 76-78.

A husband and wife team examines the trend of more and more auxiliaries being used in the schools and the resulting changes in the role of the teacher.

2620 Schaefer, Carl J. "Differentiated Staffing - an Approach Leading Nowhere." Industrial Arts and Vocational Education, LIX (January, 1970), TE10-11.

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2630 Selden, David and Bhaerman, Robert. "Climbing that Career Ladder: How High, O Lord, How High? Some Questions and Answers About Differentiated Staffing." American Teacher, LIII (May, 1969), 8, 17.

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2650 Stiles, Lindley. "Certification and Preparation of Educational Personnel in Massachusetts." Phi Delta Kappan, L (April, 1969), 477-80.

Brief description of a radically new certification plan for Massachusetts with four kinds of licences: internship, associate teacher, professional, and specialist.

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The authors attempt to summarize and give perspective to the newer concepts of the heatedly controversial, and highly complex topic of differential staffing.

PART III - BIBLIOGRAPHIES

2690 Canadian Teachers' Federation. Differentiated Staffing. Bibliographies in Education, No. 15. Ottawa: CTF, 1970.

A twelve page bibliography of books and articles dealing mainly with differentiation as it affects professional teaching staff.

2700 McKenna, Bernard. A Selected Annotated Bibliography on Differentiated Staffing. Washington, D.C.: ERIC Clearinghouse on Teacher Education; National Education Association, National Commission on Teacher Education and Professional Standards, 1969. (Available from ERIC Document Reproduction Service, ED 033 898)

A thirty-one item annotated bibliography dealing with staff differentiation and programs for training teachers for new roles.

2710 Piele, Philip K. New Sets of Jobs for School Personnel; Analysis of Literature and Selected Bibliography. Analysis and Bibliography Series, No. 3. Eugene: Oregon University, 1970.

This booklet analyzes the trend towards differentiation of secondary school staffs, and attempts to redefine "professional" and "nonprofessional" roles. The bibliography lists ninety-six items of related literature: books, ERIC documents and journal articles.

2720 Ross, Marlene, comp. Preparing School Personnel for Differentiated Staffing Patterns; a Guide to Selected Documents in the ERIC Collection, 1966-1968. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1969. (Available from ERIC Document Reproduction Service, ED 028 155)

"A guide to 114 documents on differentiated staffing which were abstracted for Research in Education." The abstracts are reproduced in the second half of the bibliography.

2730 Staff Differentiation: an Annotated Bibliography. San Raphael, Calif.: Marin County Superintendent of Schools, 1970. (Available from ERIC Document Reproduction Service, ED 043 591)

A sixty-two item bibliography of selected writings on staff differentiation from 1966-1970; mailing addresses from which items can be obtained are included. Thirty-one differentiation projects receiving financial aid from the U. S. Office of Education are listed.